

Microteach #1
Sample Lesson Plan

Content Area: Mathematics
Grade Level: First

Name: (Your name)
Unit: Addition concepts

Lesson title: Addition Concepts with sums of five or less

Sunshine State Standard(s) [4 pts]:

Benchmark(s):

- MA.A.1.1.3 Uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations.
- MA.A.3.1.1. Understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.
- MA.A.3.1.3 Adds and subtracts whole numbers to solve real-world problems using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator.

Rationale [2 pts]:

A variety of situations involving combining objects occur in the real world and children should have experience with as many of them as possible. In addition, addition skills form the foundation of numerous other problem-solving operations.

Goals Objective [5 pts]:

First grade mathematics students will learn how to join groups (parts) to form a total (whole). When asked to write a series of 5 addition problems in numerical and illustrated form, the students will do so with 80% accuracy.

Content (Outline what you are going to teach and include any terms with their definitions) [3 pts]:

- I. Addition
 - a. Joining or putting together two individual sets of objects to find a total
- II. Addition sentence
 - a. An equation that shows the sum of two or more numbers
 - b. Example: $2 + 2 = 4$ (two plus two equals four)
- III. Terms and definitions
 - a. Plus Sign (+): To put parts together; plus
 - b. Equal Sign (=): A symbol that means “the same as”; equals
 - c. Sum: Total amount of two groups being added together

Procedures [7 pts]:

1. Anticipatory Set:

While mimicking the collection of objects and while pointing to pictures of objects that are often collected (e.g., stamps, coins, rocks, stickers), ask students: By a show of hands, who collects things? Stamps, coins, rocks, stickers, baseball cards?

Remind the students that when they collect things, they are adding to their collection.

2. Objective:

Tell the students that today's lesson is to review our addition facts.

3. Input:

While mimicking the collection of objects and while pointing to pictures of objects that are often collected (e.g., stamps, coins, rocks, stickers), ask students: By a show of hands, who collects things? Stamps, coins, rocks, stickers? **(ESOL STRATEGY FOR TASIR: LINKING CONTENT TO STUDENTS' PERSONAL LIVES)**

Remind the students that when they collect things, they are adding to their collection. While demonstrating adding actual objects to a collection, have students count chorally.

Introduce the story of *Old Mother Hubbard*. While reading the story, invite students to act out the scenes. **(ESOL STRATEGY FOR EDGAR: DRAMATIZATION)**

Review what addition means: Joining or putting together two or more individual sets of objects, and finding out how many objects there are in all.



Point to the graphic organizer poster (see example below): $3 + 2 = ?$ **(ESOL STRATEGY FOR EDITH: USE OF VISUALS)**

Point to the plus sign on the graphic organizer and explain what a plus sign looks like and what it does. Explain that the plus sign shows that you are putting parts together or adding parts together.

Point to the equal sign on the graphic organizer and explain that the equal sign is a symbol that means "the same as."

Point to the appropriate part of the board while asking the students, "If Old Mother Hubbard gets three dog bones from the store, and two more from her neighbor, how many will she have in all? Have students respond by stating numbers or holding up appropriate number of fingers. **(ESOL STRATEGY FOR EDITH: MAKING ACCOMMODATIONS IN RESPONSE MODES)**

Matrix: Addition sentence

3	+ plus	2	= equals	? sum
	+ plus		= equals	? sum

4. Model:



Point to the addition sentence on the poster. Read, “Three plus two equals five.” Have the students chorally read the sentence aloud. **(ESOL STRATEGY FOR EDGAR: CHORAL RESPONSE)**. As they read, point to the sentence on the poster.

Point to the objects while reading the sentence again. Have the students chorally read the sentence aloud. As they read, point to the sentence on the poster. **(ESOL STRATEGY FOR EDITH: POINTING, GESTURING)**

5. Check for understanding:

Students will be formed into groups of four using their shoulder partners and an adjacent pair of students **(ESOL STRATEGY FOR TASIR: HETEROGENEOUS GROUPS WITH MONITORING)**. Provide each group with a worksheet and counters. While placing the appropriate objects on the poster (see below), ask the students, “If Old Mother Hubbard goes on a walk, she passes one large fire hydrant, then she passes three more, how many fire hydrants did she pass in all?”

Matrix: Addition sentence

	+		=	?
1	+	3	=	?

Ask the students to write the addition sentence on their worksheets. Circulate to monitor their efforts. Then demonstrate the sentence on the poster

Have the class repeat the addition sentence together, “One plus three equals four.”

While pointing to the poster, review addition concepts: definitions for addition, plus, equal, sum and addition sentence.

6. Guided Practice:

Continue reading *Old Mother Hubbard*, acting it out. Whenever the story involves an addition sentence, stop reading. Students will use counters to represent the addition sentence. While prompting students, have them draw the items that were just mentioned in the story, drawing them into the correct boxes of their graphic organizers. Circulate while students work on this task.

Have students volunteer to share their work.

After the students are finished drawing, prompt them in writing the sentence in numeric form below the illustrated sentence. Circulate while students work on this task.

Ask a student to volunteer to share his/her addition sentence.

Continue until the entire story has been read.

7. Independent practice:

Tell students that for homework they are to find several objects at home and write 5 addition sentences for these objects. The sentences are to be written in numerical form and in illustrated form, as practiced in class.

Closure/Summary [2 pts]:

While pointing to the poster, review addition concepts: definitions for addition, plus, equal, sum and addition sentence.

To further reinforce the concept, state addition sentences based on real-life scenarios using the students to demonstrate. For example, “Olga and Jessica were going to the mall.” Have Olga and Jessica stand up. “They bumped into Jonathan and Jennifer, who were also going to the mall. Have Jonathan and Jennifer stand up. “How many students total are going to the mall

While asking this question, illustrate the sentence on the poster. Solicit answer from the students.

Then ask for student assistance in writing the addition sentence on the poster in numerical form.

Repeat this process as needed.

Resources [1 pt]:

Pictures of collectible items, graphic organizer poster, *Old Mother Hubbard* book, worksheets with blank graphic organizers, plastic blocks

Evaluation [3pt]:

When asked to write a series of 5 addition problems in numerical and illustrated form the students will

correctly do so with 80% accuracy.

ESOL Strategies for specific ELL students [6 pts]:

- 1) Since Edith is at the beginning level of language development, the ESOL strategy I used in my lesson plan was the ***use of visual aids***. The graphic organizer poster with pictures would hopefully keep Edith connected to the lesson since my words may not be understood. Seeing the teacher point to the objects on the poster while explaining the addition sentence may help Edith comprehend.
- 2) For Edgar at the intermediate level of language development, the ESOL strategies I used in my lesson plan were ***modeling and choral response***. As I pointed to the addition sentence on the poster I read, “Three plus two equals five.” I would then ask the students to chorally read the sentence aloud. As they read, I would point to the sentence on the poster. While Edgar comprehends more than he is able to express, these strategies may give him the confidence to participate orally in the lesson.
- 3) While Tasir, at the advanced level of language development seems to keep up in class most of the time, she continues to need practice with tasks involving writing and reading. The ESOL strategy selected for Tasir was ***heterogeneous group activities with comprehension checks, monitoring participation***. This small group experience will give her practice reading and writing with support from her peers and the teacher.

Copy of graphic organizer included in or attached to lesson plan [2 pts]